DOCUMENT RESUME

ED 056 205 VT 014 121

AUTHOR Phipps, Lloyd J.
TITLE Workshop on Developing and Using Vocational and Technical Education Citizens Advisory Councils (Urbana, Illinois, June 29-July 2, 1971). Final Report.
INSTITUTION Illinois State Office of the Superintendent of Public Instruction, Springfield.; Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
PUB DATE 2 Jul 71
NOTE 51p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Advisory Committees; *Citizen Participation; *Educational Planning; Human Relations; Organization; Program Planning; Technical Education; *Vocational Education; *Workshops

ABSTRACT

Forty-three persons participated in a 4-day workshop designed to explore ways to identify and change attitudes toward advisory councils, how to develop and utilize advisory councils, and to review examples of existing advisory councils or committees. Topics discussed during the workshop included: (1) How To Select and Procure Members, (2) Improving Meetings and Human Relations Skills, (3) How To Identify the Power Structure, and (4) How to Develop Policy. An evaluation of the workshop revealed the enrollees tended to prefer reports and activities dealing with specific advisory councils as well as the small group discussions. (JS)

ED056205

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

FINAL REPORT

WORKSHOP ON

DEVELOPING AND USING VOCATIONAL AND TECHNICAL EDUCATION CITIZENS ADVISORY COUNCILS

June 29 - July 2, 1971
Room "E" - Law Building
University of Illinois in Urbana-Champaign

Sponsored and Conducted Jointly by the

Rurban Educational Development Laboratory
Department of Vocational and Technical Education
College of Education - University of Illinois

and the

Division of Vocational and Technical Education
Office of the Superintendent of Public Instruction
Springfield, Illinois

Workshop Staff:

Dr. Lloyd J. Phipps, Director
Mr. Richard Hofstrand, Instructor
Mr. W. Edward Shipley, Instructor
Mr. Lonnie Hart, Evaluator

VT014121

TABLE OF CONTENTS

Item	Page
Synopsis	1
Workshop Program	3
Roster of Enrollees	4
Roster of Resource Persons	7
Workshop Content Outline	9
Content Purposes, Objectives, Procedures, and Results	10
Evaluation Data	33
Conclusions and Recommendations	36
Appendices.	37

Synopsis

A four day workshop entitled DEVELOPING AND USING VOCATIONAL AND TECHNICAL EDUCATION CITIZENS ADVISORY COUNCILS was conducted on the Urbana Campus of the University of Illinois from June 29 through July 2, 1971. The workshop was sponsored and conducted by the Department of Vocational and Technical Education of the University of Illinois with the with the cooperation of the Professional and Curriculum Development Unit of the Division of Vocational and Technical Education of the State of Illinois.

The content for the workshop was developed by the Rurban Educational Development Laboratory, a public service arm of the Department of Vocational and Technical Education, in collaboration with the Professional and Curriculum Development Unit and a specially arranged advisory group. (The announcement and report of this advisory group are shown in Appendix 1.) Workshop content centered around the identifying and changing of attitudes toward advisory councils, how to develop advisory councils, how to utilize advisory councils, and examples of existing advisory councils or committees.

Every effort was made to foster active rather than passive enrollee participation in the workshop by constantly changing the "face" and the pace.

Advanced registrations for the workshop were promoted and solicited by the Rurban Educational Development Laboratory. A total of 27 persons enrolled in advance. Each of these persons was sent a letter of enrollment acknowledgement, additional information regarding the workshop specifics, a map of the campus, information of possible accomodations, and a roster of those pre-enrolled.

A total of forty-three enrollees attended the workshop. The enrollees as a group were very diverse in their backgrounds and current positions. Among the enrollees were lay citizens, administrators, occupational instructors, state consultants, community college program directors, guidance coordinators, and work-education coordinators.

A total of sixteen selected resource persons participated in the workshop program. Resource persons were included from secondary schools, area vocational centers, community colleges, state department of vocational education, the State and National Advisory Councils on Vocational Education, and the University of Illinois (Rurban Educational Development Laboratory, Division of Agricultural Education, and the Department of Vocational and Technical Education.)

Workshop sessions were conducted from 9:00 a.m. to 12:00 noon and from 1:30 p.m. to 4:30 p.m. each day. The only evening session was conducted on Thursday, July 1, which followed a professionally catered outdoor Steak Fry paid for by the enrollees. Arrangements for noon lunches were provided by the workshop staff.

During the workshop, a black and white polaroid picture was taken of each enrollee and each selected resource person. For those enrollees granting permission, a news story and their picture were forwarded to the local newspaper of the enrollee's choice. Recognition letters were also sent to enrollee's home institution and supervisor. Recognition letters and the picture of the appropriate selected resource person were sent to the selected resource persons.

Based on objective and subjecive feed back obtained from the enrollees, the workshop is considered to have been a success. Interest was expressed in attending future workshops dealing with vocational and technical education citizens advisory councils on specific levels such as on the community college and area vocational center levels.

Workshop Program

Time	Topic and Activity
Tuesday, June 29	
8:30 - 9:00	Registration
9:00 - 9:30	Opinionnaire Completion
9:30 - 10:00	Welcome, Introduction and Orientation (Workshop Staff)
10:00 - 11:00	Attitude Codifcation Excercise (Workshop Staff)
11:00 - 12:00	Use Report: Community College (Nelson Diebel - Moraine Valley Community College)
12:00 - 1:30	LUNCH
1:30 - 2:45	Legislation and Citizens Advisory Councils (Lonnie Hart - DVTE, Springfield)
2:45 - 3:00	BREAK
3:00 - 4:30	Use Report: Secondary School (John Garth - Urbana Public Schools)
Wednesday, June 30	
9:00 - 9:45	Workshop Discussion (Work Staff)
9:45 - 10:00	BREAK
10:00 - 11:00	Attitude Change in the Local School (Workshop Staff)
11:00 - 12:00	Recognition of Advisory Council Members (Lonnie Hart - DVTE, Springfield)
1:30 - 2:45	Developing Documents (Workshop Staff)
3:00 - 4:30	Role and Function of the National Advisory Council (Professor J. S. Dobrovolny - National Advisory Council)
Thursday, July 1	
9:00 - 9:45	Improving Meetings and Human Relations Skills (Workshop Staff)
10:00 - 11:00	How to Develop Policy (Workshop Staff)
11:00 - 12:00	How to Identify the Power Structure (Workshop Staff)
1:30 - 2:00	How to Select and Procure Members (Workshop Staff)
2:00 - 4:30	On-Site Visitation of Parkland Community College
6:00 - 7:00	STEAK FRY (Illini Grove)
7:00 - 9:00	Role and Function of the State Advisory Council (W. E. Nagel - State Advisory Council)
Friday, July 2	
9:00 - 9:45	Use Report: Area Vocational Center (Oren R. Schaab - Bloomington Area Vocational Center)
10:00 - 11:30	Student Learning and Achievement with Advisory Councils (Robert M. Van Raes - Moraine Valley Community College)
11:30 - 12:00	Opinionnaire Completion
1:30 - 4:30	Private Consultations (Workshop Staff)

Roster of Enrollees

NAME	POSITION	ADDRESS
Ambler, Ralph	Principal, ABL Primary School	Broadlands Illinois 61816
Ansolabehere, J. M.	EPDA Fellow University of Illinois	708 Duncan Road Champaign, Illinois 61820
Auten, James H.	Instructor, Police Training Institute	606½ E. Green Street Champaign, Illinois 61820
Ballard, Dwight	Diversified Occupations Coordinator, Homewood Flossmoor H.S.	298 West 16th St. Chicago Heights Illinois
Bedlek, John J.	Vocational Instructor J. Sterling Morton H.S.	1343 S. Scoville Ave. Berwyn, Illinois 60402
Boulee, Francis		R. R. #1 Ashkum, Illinois 60911
Bowling, David E.	EPDA Fellow University of Illinois	1306 Centennial Drive Champaign, Illinois 61820
Buswell, Ralph	Agri. Occup. Instructor Watseka High School	221 East Ash Watseka, Illinois 60970
Byler, Bennie L.	Graduate Assistant University of Illinois	802 Maplepark Champaign, Illinois 61820
Combs, Gordon	Catlin High School Votec Instructor	506 Webster Catlin, Illinois 61817
Dean, George A.	Director of Planning Vermilion Occupational Technical Education Center	516 Jackson Street Danville, Illinois 61832
Dhamers, Larry C.	Instructor, Industrial Arts Lombard Junior High	319 N. Elizabeth Lombard, Illinois 60148
Durham, Claudia M.	Consultant Div. of Voc. & Tech. Education, State Dept of Voc & Tech. Education	405 Centennial Building Springfield, Illinois 62706
Gieselman, E. C.	Guidance Coordinator Area Vocational Center	320 S. 7th Street Mt. Vernon, Illinois 62864
Gilligan, Paul	Instructor Police Training Institute	202 North Division Mahomet, Illinois 61853

Name	Position	Address
Harmeson, Irma (Mrs.)	Member of ICEC	1806 S. Anderson Urbana, Il. 61801
Harris, Everett	Graduate Student	907 Fairlawn Urbana, Il. 61801
Inman, Daniel R.	C.W.T. Coordinator Farmer City-Mansfield H.S.	202 W. Elmore Thomasboro, Il. 61878
Jackson, Franklin	Graduate Student U of I	807 S. Locust St. Champaign, Il. 61820
Knecht, Ronald F.	Assistant Principal	836 East Wilson Lonbard, Il. 60148
Kreider, George F.	High School Instructor Central Comm. Unit #4	Box 261 Ashkum, Il. 60911
Larson, Julia	Consultant - Health Occup. Dept. Voc. & Tech. Ed. (State Office)	405 Centennial Bldg. Springfield, Il. 62706
Lockwood, Wayne	Asst. Professor of Ind. Tech. Illinois State University	26 Delaine Dr. Normal, Il. 61761
Lowe, Larry	Ag. Occup. Instr. and Voc. Coord. McLean Co. Unit Dist. #5	1212 Gettysburg Dr. Bloomington, Il.
Lowe, Richard M.	Instructor St. Elmo's Schools	1003 Walnut St. St. Elmo, Il. 62458
Maguire, James B.	Guidance Coordinator Mid-Valley Area Vocational Center	R.R. #2 Maple Park, Il. 60151
Moeller, Everett W.	Agric. Occup. Instructor Ridge Farm Comm. Unit #9	P.O. Box 181 Ridge Farm, Il. 61870
Morrison, Steven R.	Teacher Kewanee High School	Kewanee High School Kewanee, Il.
Noreen, Harold M.	Asst. Director Adult & Voc.Ed. Rockford Public Schools	201 S. Madison St. Rockford, Il. 61101
Pedersen, George L., Dr.	Ass't Dean, Dir. Tech & Occup. Ed. Amundsen Mayfair College	5813 N. Prospect Rd. Peoria, Il. 61614
Sass, Richard	District #207	Box 222, Rte. #3 Bensenville, Il. 60016
Schoenike, Jerald	Graduate Fellow U of I	606 S. Locust St. Champaign, Il. 61820

Name	Position	Address
Sigler, Leonard E.	Graduate Student U of I	R.R. #2, Urbana 61801
Simer, Dorr	Beason High School	Beason, Il. 62512
Smith, David F.	Ass't. Extension Adviser Cooperative Extension Service	1512 N. Somorant Rd. DeKalb, Il. 60115
Stahnke, Vern	D.O. Coordinator Elk Grove High School	200 East Monterey Schoumburg, Il. 60172
Stapleton, John T.	D.O. Coordinator Downers Grove Comm. H.S.,South	438 Otis Ave. Downers Grove, Il. 60515
Telander, Brian	Agri. Occup. Div. Chairman Spoon River College	102 East Elm Canton, Il. 61520
Ulbrich, J. Robert	CWT Coordinator School District #214	165 S. Maple Palatine, Il. 60067
Walker, Helen	H.Ec. Occup. Instructor Champaign Central H.S.	608 W. Illinois St. Urbana 61801
Warren, John T.	Div. Chairman of Engineering and related Technologies Wm. Rainey Harper College	Roselle & Algonquin Rds. Palatine, Il. 60067
Webb, Donald G.	Instructor Police Training Institute U of I	1007 Maplepark Champaign 61820
Wittmeyer, Joseph	Career Programs Instructor Black Hawk College	P.O. Box 489 Kewanee, Il. 61443

Roster of Resource Persons

Dr. Paul Curtis
Lead Instructor - Agriculture
Parkland College
Champaign, Illinois

Mr. Nelson Diebel
Director of Public Service Programs
Moraine Valley Community College
Palos Hills, Illinois

Professor J. S. Dobrovolny
Member - National Advisory Council on Vocational Education and
Chairman - Department of General Engineering
University of Illinois
Urbana, Illinois

Mr. John Garth
Director of Vocational and Adult Education
Urbana Public Schools
Urbana, Illinois

Mr. Lonnie Hart
Assistant Coordinator
Professional and Curriculum Development Unit
Division of Vocational and Technical Education
Springfield, Illinois

Dr. Paul Hemp
Chairman, Division of Agricultural Education
Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mr. Richard Hofstrand
Field Consultant
Rurban Educational Development Laboratory
Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mr. Clifford Matz
Dean of Vocational and Technical Education
Parkland College
Champaign, Illinois

Mr. William Nagel
Executive Secretray
State Advisory Council on Vocational Education
Springfield, Illinois

Mr. Robert Owens
Division Chairman - Life Science
Parkland College
Champaign, Illinois

Dr. Lloyd Phipps
Chairman, Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mr. Oren Schaab
Vocational Guidance Coordinator
Bloomington Area Vocational Center
Bloomington, Illinois

Mr. W. Edward Shipley
Field Consultant
Rurban Educational Development Laboratory
Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mr. John Toney
EPDA Fellow
Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois

Mr. Robert M. Van Raes
Director, Engineering Technology Programs
Moraine Valley Community College
Palos Hills, Illinois

Mr. Gayle Wright
Division Chairman
Mathematics and Physical Science
Parkland College
Champaign, Illinois

Workshop Content Outline

		Page
I.	WORKSHOP MECHANICS	
	1. Registration	10
	2. Opinionnaire Completion	11
	3. Welcome, Introduction and Orientation	12
	4. Refreshments	13
	5. Participant Recognition	14
II.	RATIONALE AND ATTITUDE CHANGE	
	1. Attitude Codification Exercise	15
	2. Attitude Change in the Local School	16
III.	EXAMPLES OF ORGANIZATION, ROLE, AND FUNCTIONS	
	1. Secondary School	17
	2. Area Vocational Center	18
	3. Community College	19
	4. Illinois Advisory Council	20
	5. National Advisory Council	21
IV.	SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT	
	1. How to Select and Procure Members	22
	2. Developing Documents	23
	3. Improving Meetings and Human Relations Skills	24
	4. Recognition of Advisory Council Members	25
	5. How to Identify the Power Structure	26
V.	SELECTED TOPICS ON ADVISORY COUNCIL UTILIZATION	
	1. How to Develop Policy	27
	2. Student Learning and Achievement with Advisory Councils	28
VI.	WORKSHOP ENRICHMENT	
	1. Legislation and Citizens Advisory Councils	29
	2. Workshop Discussions	30
	3. On-site-Visitation	31
	4. Private Consultation	32

I. WORKSHOP MECHANICS:

1. Registration

PURPOSES ACCOMPLISHED:

1. To identify those attending the workshop.
2. To collect $3.00 from each enrollee. This was used in its entirety for an evening meal on Thursday. If the enrollee did not partake of the evening meal, the money was refunded on Friday morning.
3. To distribute workshop materials.

OBJECTIVES: (See Purposes above.)

PROCEDURES:

1. Registration was from 8:30 to 9:00 A.M. on the morning of Tuesday, June 29 in Room "E" of the Law Building on the Urbana campus of the University of Illinois.
2. An Illini Girl secretary conducted the registration.
3. Each enrollee was asked to complete a Registration Form.
4. Each enrollee was asked to pay $3.00 as an "Earnest Money" fee for the workshop.
5. Each registered enrollee was given:
    A. Name tag
    B. Loose-leaf, 3-ring binder
    C. A copy of the Workshop Program
    D. Other introductory materials

PERSON RESPONSIBLE: Mrs. Naomi Fitzgerald (Workshop Staff)

SUPPLIES:

1. Loose-leaf, 3-ring binders
2. Name tags and plastic holders

I. WORKSHOP MECHANICS:

2. Opinionnaire Completion

PURPOSES ACCOMPLISHED:

1. To determine enrollee's entry and exit level knowledges, and opinions of vocational and technical education citizens advisory councils.
2. To provide a basis on which to analyze the pace and tone of the workshop content.
3. To provide a basis on which to analyze workshop progress and results.
4. To provide each enrollee with a learning experience which started his or her thinking in respect to the workshop content.

OBJECTIVES:

1. To obtain reliable and valid data as to each enrollee's and the group's level of knowledges and polarization of opinions when beginning and completing the workshop.
2. Upon completion of the pre-test, each enrollee will focus his or her attention on the content of the subsequent workshop.

PROCEDURES:

1. After each enrollee had registered and had had the opportunity to partake of refreshments, he was asked to complete the Opinionnaire shown in Appendix 2.
2. The opinionnaire was readministered at 11:40 A.M. during the Friday morning activities.
3. The opinionnaire was scored and summated. These results are shown in Appendix 3.
4. The results of the opinionnaires were analyzed. Judgements made are shown under EVALUATION.

PERSON RESPONSIBLE: W. Edward Shipley (Workshop Staff)

I. WORKSHOP MECHANICS:

3. Welcome, Introduction and Orientation

PURPOSES ACCOMPLISHED:

1. To welcome the enrollees to Champaign-Urbana, the University of Illinois, and the workshop.
2. To provide a structure where the enrollees and Workshop Leaders may come to know each other.
3. To identify enrollee's workshop objectives and desires.
4. To outline the workshop procedures for the coming 4 days.

OBJECTIVES: (See Purposes above.)

PROCEDURES:

1. A short welcoming and orientation speech was given by Dr. Phipps to official convene the workshop proceedings.
2. Orientation discussion included information concerning:
    A. Introduction of the workshop staff.
    B. Review of the content areas during the workshop.
    C. Area facilities for eating lunch and dinner.
    D. The Thursday evening Steak Fry.
    E. Parking.
    F. Answers to specific questions.
3. Each enrollee was asked to introduce himself, where he was from, and to relate what he wanted to get from the workshop.
4. A discussion followed which further identified and clarified the enrollee's objectives and desires.
5. The presentation concluded with a talk concerning the rationale and philosophy for and of citizens advisory councils in vocational and technical education.

PERSON RESPONSIBLE: Dr. Lloyd J. Phipps (Workshop Staff)

I. WORKSHOP MECHANICS:

4. Refreshments

PURPOSE ACCOMPLISHED:

1. To provide refreshments during the workshop.

OBJECTIVES: (See Purpose above.)

PROCEDURES:

1. Coffee was provided during the 9:45 and the 2:45 breaks during the workshop.
2. The location of soft drink and candy machines in the building were announced during the Orientation discussion.

PERSON RESPONSIBLE: Richard Hofstrand (Workshop Staff)

SUPPLIES:

1. Large percolator
2. Coffee
3. Cups
4. Sugar
5. Dry cream substitute
6. Spoons
7. Napkins
8. Serving table

I. WORKSHOP MECHANICS:

5. Participant Recognition

PURPOSES ACCOMPLISHED:

1. To give each workshop enrollee recognition in his or her local and school community.
2. To give each resource person recognition in respect to their home institution.

OBJECTIVES: (See Purposes above.)

PROCEDURES:

1. A news story was written which was tailored to fit all the enrollees.
2. A black and white polaroid picture was taken of each enrollee during the workshop activities.
3. The enrollee's consent and the name and address of the newspaper desired were obtained on the Registration Form at the time of registration.
4. The picture plus the appropriate completed news story was sent to the enrollee's local newspaper.
5. A letter recognizing the enrollee's participation was also sent to the superior institution determined by the enrollee.
6. Each resource person was photographed while presenting his particular activity.
7. Each resource person's picture plus a specially written thank you letter was sent to the resource person within two weeks after workshop completion.

PERSON RESPONSIBLE: Richard Hofstrand (Workshop Staff)

SUPPLIES:

1. Polariod Camera
2. 8 packets of 8 exposure film

II. RATIONALE AND ATTITUDE CHANGE:

1. Attitude Codification Exercise

PURPOSES ACCOMPLISHED:

1. To focus enrollee's attention and actions on vocational and technical education citizens advisory councils.
2. To cause enrollee to think through the existing and potential relationships between vocational education in their institutions and local advisory councils.
3. To identify opinions and concepts held by workshop enrollees in terms of vocational education advisory councils.
4. To provide the workshop leaders with data on which to base emphasis and priorities of the subsequent workshop program.

OBJECTIVES:

Upon completion, each enrollee could:

1. Be mentally and physically involved in the idea of citizens advisory councils.
2. Verbally and non-verbally communicate ideas, feelings, and opinions to other enrollees.
3. Emerge to his level of leadership.
4. Declare his desired model of vocational education and citizens advisory councils.

PROCEDURES:

1. Each enrollee was given a copy of the instructions for the Attitude Codification Exercise. (See Appendix 4.)
2. The purpose and instructions were explained and discussed with the group.
3. The group was then arbitrarily divided in half. Both halves were divided into four groups of approximately 5 persons per sub-group.
4. Each sub-group assembled to conduct the activities described on the Attitude Codification Exercise.

PERSONS RESPONSIBLE: Richard Hofstrand and W. Edward Shipley (Workshop Staff)

II. RATIONALE AND ATTITUDE CHANGE:

2. Attitude Change in the Local School

PURPOSES ACCOMPLISHED:

1. To cause enrollees to realize that adverse opinions and attitudes may and often do exist within the enrollee's local school and community.
2. To provide enrollees with ideas, techniques, and information which would be useful in overcoming adverse opinions.

OBJECTIVES:

Upon completion, each enrollee could:

1. Recognize that adverse local attitudes toward advisory councils exist, and where.
2. Generate information and data pertinent to overcoming adverse attitudes.
3. Exhibit the human relations skills necessary in communicating positive ideas and overcoming adverse attitudes.

PROCEDURES:

1. A set of simulation exercises utilizing the activity of role playing were developed by the Person Responsible. (These exercises are shown in Appendix 5.)
2. Workshop enrollees were selected at random to serve as the actors in the various roles prescribed.
3. Each actor was designated the day prior to actual exercise conduction to allow preparation time.
4. The exercise was conducted as designed.

PERSON RESPONSIBLE: John Toney (Workshop Staff)

III. EXAMPLES OF ORGANIZATION AND FUNCTIONS:

1. Secondary School

PURPOSES ACCOMPLISHED:

1. To allow the Selected Resource Person to relate (1) the organizational structure, (2) role, (3) activities, (4) benefits, and (5) successful and unsuccessful techniques of working with vocational and technical education citizens advisory council(c) on the secondary school level.
2. To allow each workshop enrollee to participate and ask questions about the above information.

PROCEDURES:

1. The Selected Resource Person talked to the group for approximately 30 minutes regarding the areas delineated in the PURPOSES above.
2. Materials provided by the Selected Resource Person were distributed to the enrollees.
3. Toward the end of the presentation, a time was provided for enrollees to ask questions.
4. To complete his presentation, the Selected Resource Person had prepared a set of three audio tape transcriptions. These recordings staged three different settings in which the enrollee could likely find himself at some future date. The group was divided into three sub-groups who each listened to one of the recordings, and then discussed possible answers to the questions posed. The final step was to play each tape for the group as a whole, followed by each sub-group's report as to possible answers.

SELECTED RESOURCE PERSON: Mr. John Garth, Director
Department of Vocational and Adult Education
Urbana Public Schools
Urbana, Illinois

III. EXAMPLES OF ORGANIZATION AND FUNCTIONS:

2. Area Vocational Center

PURPOSES ACCOMPLISHED:

1. To allow the Selected Resource Person to relate (1) the organizational structure, (2) role, (3) activities, (4) benefits, and (5) successful and unsuccessful techniques of wotking with vocational and technical education citizens advisory council(c) on the area vocational center level.
2. To allow each workshop enrollee to participate and ask questions about the above information.

OBJECTIVES:

Upon completion, each enrollee could:

1. Describe a possible organizational structure.
2. Define the possible role.
3. Generate possible and potential activities.
4. Describe benefits.
5. Identify successful and potentially unsuccessful techniques.

PROCEDURES:

1. The Selected Resource Person talked to the group for approximately 40 minutes regarding the areas delineated in the PURPOSES above.
2. Materials provided by the Selected Resource Person were distributed to the enrollees.
3. Toward the end of the presentation, a time was provided for enrollees to ask questions.
4. The Selected Resource Person had enlisted the efforts of two members of his citizens advisory councils who each spoke to the group for about 10 minutes apiece. They described some of their activities and opinions regarding their participation of advisory councils.

SELECTED RESOURCE PERSON: Mr. Oren Schaab
Bloomington Area Vocational Center
Bloomington, Illinois

III. EXAMPLES OF ORGANIZATION AND FUNCTIONS:

3. Community College

PURPOSES ACCOMPLISHED:

1. To allow the Selected Resource Person to relate (1) the organizational structure, (2) role, (3) activities, (4) benefits, and (5) successful and unsuccessful techniques of working with vocational and technical education citizens advisory council(s) on the community college level.
2. To allow each workshop enrollee to participate and ask questions about the above information.

OBJECTIVES:

Upon completion, each enrollee could:

1. Describe a possible organizational structure.
2. Define the possible role.
3. Generate possible and potential activities.
4. Describe benefits.
5. Identify successful and potentially unsuccessful techniques.

PROCEDURES:

1. The Selected Resource Person talked to the group for approximately 30 minutes regarding the areas delineated in the PURPOSES above.
2. Materials provided by the Selected Resource Person were distributed to the enrollees.
3. Toward the end of the presentation, a time was provided for enrollees to ask questions.

SELECTED RESOURCE PERSON: Mr. Nelson Diebel, Director
Public Service Programs
Moraine Valley Community College
Palos Hills, Illinois

III. EXAMPLES OF ORGANIZATION AND FUNCTIONS:

4. Illinois Advisory Council

PURPOSES ACCOMPLISHED:

1. To allow the Selected Resource Persons to relate (1) the organizational structure, (2) role, (3) activities, (4) benefits, and (5) other items deemed appropriate by the resource person in regards to this particular level of vocational education advisory council.
2. To allow each workshop enrollee to participate and ask questions about the above information.

OBJECTIVES:

Upon completion, each enrollee could:

1. Describe the organizational structure.
2. Define the role.
3. Outline present activities.
4. Describe benefits.
5. Generate a description of the relationships, similarities, and differences between this level and the local level of advisory council.

PROCEDURES:

1. An invitation was extended to all concerned with the Department of Vocational and Technical Education to attend this evening session.
2. The Selected Resource Person talked to the group for approximately 90 minutes regarding the areas delineated in the PURPOSES above.
3. Materials provided by the Selected Resource Person were distributed to the enrollees.
4. Toward the end of the presentation, a time was provided for enrollees to ask questions.

SELECTED RESOURCE PERSON: Mr. William E. Nagel
Executive Secretary
Illinois Advisory Council
on Vocational Education
Springfield, Illinois

III. EXAMPLES OF ORGANIZATION AND FUNCTIONS:

5. National Advisory Council

PURPOSES ACCOMPLISHED:

1. To allow the Selected Resource Person to relate (1) the organizational sturcture, (2) role, (3) activities, (4) benefits, and (5) other items deemed appropriate by the resource person in regards to this particular level of vocational education advisory council.
2. To allow each workshop enrollee to participate and ask questions about the above information.

OBJECTIVES:

Upon completion, each enrollee could:

1. Describe the organizational structure.
2. Define the role.
3. Outline present activities.
4. Describe benefits.
5. Generate description of the relationships, similarities, and differences between this level and the local level of advisory councils.

PROCEDURES:

1. The Selected Resource Person talked to the group for approximately 20 minutes regarding the areas delineated in the PURPOSES above.
2. The remainder of the session centered around the answering of questions posed by the enrollees.
3. Materials provided by the Selected Resource Person were distributed to the enrollees.

SELECTED RESOURCE PERSON: Professor J. S. Dobrovolny
Member - National Advisory Council
on Vocational Education
University of Illinois, Urbana

IV. SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT:

1. How to Select and Procure Members

PURPOSES ACCOMPLISHED:

1. To acquaint enrollees with the various methods by which potential members may be selected and identified.
2. To relate techniques whereby potential members may be encouraged and convinced to participate.

OBJECTIVES:

Upon completion, each enrollee could:

1. Generate a listing of possible occupational or community factions to be included in an advisory council.
2. Serve or cause others to serve as a selection committee to identify potential members.

PROCEDURES:

1. Samples of the following documents were distributed to the enrollees.
   A. Selection Committee Resolution
   B. Member Selection Matrix
   C. Candidate Interview Form
2. These sample documents fostered discussion regarding the rationale and operational procedures for using a Selection Committee in selecting and procuring members.

PERSON RESPONSIBLE: W. Edward Shipley (Workshop Staff)

IV. SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT:

2. Developing Documents

PURPOSES ACCOMPLISHED:

1. To acquaint enrollees with the various documents and instruments involved in organizing, developing, and utilizing local vocational and technical education citizens advisory councils.
2. To provide enrollees with samples of prepared and tested documents.

OBJECTIVES:

Upon completion, each enrollee could:

1. Generate a listing of the documents considered desirable for advisory councils.
2. Judge the necessary components and areas of each of the documents.

PROCEDURES:

1. Each enrollee will be given a copy of prepared samples of the following:
   A. Charter
   B. Operational Guidelines
   C. Advisory Council Constitution
   D. Advisory Council By-Laws
2. Each document was described briefly leaving time for discussion and questions.

PERSON RESPONSIBLE: Richard Hofstrand (Workshop Staff)

IV. SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT:

3. Improving Meetings and Human Relations Skills

PURPOSES ACCOMPLISHED:

1. To cause each enrollee to become more sensitive to the dynamics of verbal and non-verbal interactions between individuals within a group setting.
2. To provide enrollees with the opportunity to observe group dynamics in process.
3. To acquaint enrollees with the differences between satisfactory and unsatisfactory meetings.

OBJECTIVES:

Upon completion, each enrolle could:

1. Utilize the various techniques for analyzing group interactions and dynamica.
2. React appropriately to human interactions within a group.
3. Observe and judge the characteristics of improved meeting conduction.

PROCEDURES:

1. A simulation exercise utilizing the technique of role-playing was developed.
2. The exercise involved five enrollees who served on a simulated advisory council to negotiate the inclusion of their assigned subject matter specialty into a forthcoming area vocational center curriculum.
3. Following the simulated meeting, discussion was conducted as to the negative and positive aspects of the meeting, and ideas were generated as to how the meeting could have been improved.

PERSON RESPONSIBLE: W. Edward Shipley (Workshop Staff)

IV. SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT:

4. Recognition of Advisory Council Members

PURPOSES ACCOMPLISHED:

1. To cause enrollees to become increasingly aware of the need for and benefits of effective advisory council member recognition.
2. To provide enrollees with specific examples and techniques whereby member recognition may be accomplished.

OBJECTIVES:

Upon completion, each enrollee could:

1. Describe the reasons why council member recognition is beneficial.
2. List possible techniques of accomplishing council member recognition.
3. Judge the relative effectiveness and efficiency of various council member recognition techniques.

PROCEDURES:

1. The presentation began with the presentation of several ideas and techniques which could be used in member recognition.
2. Discussion ensued in which enrollee ideas were solicited regarding member recognition.

PERSON RESPONSIBLE: Mr. Lonnie Hart (Workshop Staff)

IV. SELECTED TOPICS ON ADVISORY COUNCIL DEVELOPMENT:

5. How to Identify the Power Structure

PURPOSES ACCOMPLISHED:

1. To cause each enrollee to be aware of the existence and magnitude of various power structures within his local school and community.
2. To present each enrollee with a series of techniques and methods whereby power structures may be identified.

OBJECTIVES:

Upon completion, each enrollee could:

1. Recognize the relative importance of acknowledging and working with various power structures.
2. Recite various techniques and clusters of techniques whereby power structures may be identified.

PROCEDURES:

1. Each enrollee was given a copy of the discourse entitled HOW TO IDENTIFY THE POWER STRUCTURE.
2. A 60 minute seminar was conducted based on the above handout.
3. Enrollee involvement through questions, interjections, and personal testimonials was solicited throughout the seminar.

PERSON RESPONSIBLE: Richard Hofstrand (Workshop Staff)

V. SELECTED TOPICS ON ADVISORY COUNCIL UTILIZATION:

1. How to Develop Policy

PURPOSES ACCOMPLISHED:

1. To acquaint enrollees with the denotation and connotations of policies.
2. To confront enrollees with the steps in the policy making process.
3. To cause enrollees to make judgments concerning good and poor policies and policy statements.

OBJECTIVES:

Upon completion, each enrolle could:

1. Describe definitions of policy, philosophy, and rules and regulations.
2. Recite the steps in the policy making process.
3. Judge the difference between good and poor policy statements.
4. Involve advisory council members in the policy making process.

PROCEDURES:

1. The Persons Responsible took turns during the period in presenting various aspects of policy development and usage. A combination lecture-discussion format was used.
2. Materials provided by the Persons Responsible were distributed to the enrollees.

PERSONS RESPONSIBLE: Dr. Paul E. Hemp, Consultant
Department of Vocational-Technical Education
University of Illinois

and

Dr. Lloyd J. Phipps (Workshop Staff)

V. SELECTED TOPICS ON ADVISORY COUNCIL UTILIZATION:

2. Student Learning and Achievement with Advisory Councils

PURPOSES ACCOMPLISHED:

1. To cause enrollees to become aware that occupational advisory councils have a direct responsibility to individual students.
2. To acquaint enrollees with how one community college involves the advisory council in mastery learning.

OBJECTIVES:

Upon completion, each enrollee could:

1. Recall methods and techniques whereby Moraine Valley Community College causes occupational advisory councils to take part in student learning, achievement, and Mastery Learning.
2. Generate activities whereby advisory councils may become involved in student learning.

PROCEDURE:

1. The Selected Resource Person lectured to the workshop enrollees for approximately 40 minutes on the areas delineated under the Objectives above.
2. Materials provided by the Selected Resource Person were distributed to the enrollees.
3. The Selected Resource Person answered questions from the enrollees.

SELECTED RESOURCE PERSON: Mr. Robert M. Van Raes, Director
Industrial Technology Programs
Moraine Valley Community College
Palos Hills, Illinois

VI. ENRICHMENT:

1. Legislation and Citizens Advisory Councils

PURPOSES ACCOMPLISHED:

1. To cause enrollees to be cognizant of the effects of existing legislation on vocational and technical education citizens advisory councils.
2. To cause enrollees to be aware of anticipated legislation in terms of occupational education and advisory councils.

OBJECTIVES:

Upon completion, each enrollee could:

1. Recognize the existing legislation and in regards to vocational education advisory councils.
2. Generate the possible effects of potential legislation on occupational education and its advisory councils.

PROCEDURES:

1. The Person Responsible conducted a 75 minute seminar involving lecture and discussion on the areas of subject matter delineated under the Purposes above.

PERSON RESPONSIBLE: Mr. Lonnie Hart (Workshop Staff)

VI. ENRICHMENT:

2. Workshop Discussions

PURPOSES ACCOMPLISHED:

1. To provide enrollees with an opportunity to discuss among themselves and with the workshop leaders, the appropriateness, practicality, and potential for local enactment of information and materials presented during the workshop.
2. To provide workshop leaders with data on which to alter, emphasize, and delete workshop activities based on enrollee objectives and desires.
3. To provide workshop leaders with data on which to base judgments of workshop quality.

OBJECTIVES: (See Purposes above.)

PROCEDURES:

At strategic points throughout the workshop,

1. One of the Workshop Staff lead each discussion.
2. The discussions centered around a topic or workshop presentation.
3. The discussions also provided feedback from the enrollees as to how specific information and materials may be utilized by them in their local setting.
4. This subjective data has provided additional bases for the evaluation of the workshop.

PERSONS RESPONSIBLE: Workshop Staff (Phipps, Hart, Shipley, Hofstrand)

VI. ENRICHMENT:

3. On-Site-Visitation

PURPOSE ACCOMPLISHED:

1. To provide the enrollees with the opportunity to observe how vocational and technical education citizens advisory councils have affected programs on the community college level.

OBJECTIVES: (See Purpose above.)

PROCEDURES:

1. A field trip was conducted of the facilities of Parkland College in Champaign, Illinois. Specific divisions visited included the Health Occupations Technologies, Business Technologies, and Agricultural Occupations Technologies.
2. At each division, the division chairman provided a quick tour of the facilities.
3. Each division chairman was then asked to relate how citizens advisory councils had affected the programs.

PERSON RESPONSIBLE: W. Edward Shipley (Workshop Staff)

VI. ENRICHMENT:

4. Private Consultations

PURPOSE ACCOMPLISHED:

1. To allow each enrollee to meet privately with one of the workshop staff to discuss any matters concerning vocational and technical education citizens advisory councils.

OBJECTIVE: (See Purpose above)

PROCEDURE:

1. Each member of the workshop staff was available from 1:30 P.M. to 4:30 P.M. on Friday, July 2 on the University of Illinois campus for individual consultations with workshop enrollees.

PERSONS RESPONSIBLE: Phipps, Shipley, Hofstrand

EVALUATION DATA

To provide data on which to base an evaluation of the workshop, a Workshop Evaluation Form as shown in Appendix Six was administered to the enrollees at the completion of the Friday morning sessions. The evaluation form desired by the Professional and Curriculum Development Unit was also administered at this time.

The state department's evaluation inquiry was summative in nature in that it requested the evaluation of the workshop as a whole. The Workshop Evaluation Form prepared and administered by the workshop staff tended to be more formative in nature in that attempts were made to identify desirable and undesirable session topics, techniques, resource persons, and format. On such data, decisions may be made as to what plans may be altered in an attempt to provide better workshops in the future.

The first step in the collection of evaluative data was conducted on Thursday morning prior to the first session scheduled. The first sessions of the workshop were listed on the chalk board in order of their appearance on the program. Each enrollee was requested to place these nine sessions in rank order from best to worst. The following system was used to tally the information. Within the rank ordering of nine, if the session appeared in the top three positions, it was tallied in the upper category. If the session appeared in one of the lower three positions, it was tallied in the lower category. The three sessions appearing in the center range of three were tallied in the median category. The summations of these tallies is shown in Table 1.

TABLE 1

RESULTS OF RANK ORDERING OF THE FIRST HALF OF WORKSHOP SESSIONS

Workshop Session	Frequency in			
	Upper	Median	Lower	Total
Attitude Codification Exercise	14	12	5	26
Use Report: Community College	14	13	3	31
Legislation and Advisory Councils	5	9	15	29
Use Report: Secondary School	4	14	8	26
Workshop Discussion	3	9	14	26
Attitude Change in the Local School	14	11	4	29
Recognition of Council Members	10	9	11	30
Developing Documents	4	14	11	29
Report on National Advisory Council	21	4	2	27

N = 32

A similar rank ordering of the workshops final eight sessions was requested on the Workshop Evaluation Form. The top two categories were considered to be the upper category, the center four for the median category, and the lower two positions for the lower category. The summations of these tallies are shown in Table 2.

TABLE 2

RESULTS OF RANK ORDERING OF SECOND HALF OF WORKSHOP SESSIONS

Workshop Session	Frequency in Upper	Median	Lower	Total
Improving Meetings and Skills	4	14	8	26
How to Develop Policy	11	13	2	26
How to Identify the Power Structure	2	13	12	26
How to Select and Procure Members	5	13	6	24
Visitation of Parkland College	3	10	7	21
Report of State Advisory Council	11	10	1	22
Use Report: Area Vocational Center	5	10	9	24
Student Learning and Achievement	13	7	8	28

N = 27

The enrollees were also asked to list the five best and five poorest sessions of the workshop. The results of this question are shown in Table 3.

TABLE 3

FREQUENCY OF EACH SESSIONS BEING REPORTED AS "BEST" OR "POOREST"

Workshop Session	Frequency Good	Poor	Total
Attitude Codification Exercise	8	2	10
Use Report: Community College	15	2	17
Legislation and Advisory Councils	5	10	15
Use Report: Secondary School	3	7	10
Workshop Discussion	2	2	4
Attitude Change in Leal School	8	4	12
Recognition of Council Members	5	3	8
Developing Documents	2	5	7
Report on National Advisory Councils	19	1	20
Improving Meetings and Skills	2	4	6
How to Develop Policy	10	2	12
How to Identify the Power Structure	4	2	6
Visitation of Parkland College	9	1	10
How to Select and Procure Members	1	4	5
Report of State Advisory Council	11	0	11
Use Report: Area Vocational Center	4	2	6
Student Learning and Achievement	14	4	18

N = 28

The Workshop Evaluation Form also asked if fewer days with more time invested per day was desired. Twenty-two indicated they preferred the timing format as presented. Five indicated a desire for a more accelerated effort. Three suggested the possibility of meeting for three days for eight hours per day.

The second step in the collection of evaluative data was the results of the opinionnaire that was administered at the start of the workshop and on the last day of the workshop. The opinionnaire was set up in a pretest-posttest method with the same questions being asked in each case. Appendix 3 lists the summated data from the opinionnaires.

As a result of the computations on the opinionnaire, there was no significant difference as measured by the opinionnaire between the pretest and the posttest for the total workshop enrollment. There were significant differences on some items of the opinionnaire. These differences are noted in Appendix 3. The caliber and backgrounds of the majority of the enrollees would have had some effect upon the ability to measure significant change with the instrument used. Though no significant difference was measured, the workshop staff identified a positive reinforcing of the basic principles behind citizen advisory committees as a result of the workshop.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based on oral and written feedback obtained during and after the workshop:

1. The enrollees tended to prefer reports and activities dealing with specific advisory councils. The practical over the theoretical should be fostered even more than was intended.

2. The reports on the state and national advisory councils were rated very favorably by the enrollees. This may have been due to the personalities and dynamics of those presenting the reports. The information presented in these two sessions was important in terms of supportive data, and such presentations should be included as part of the program.

3. It became evident about mid-way through the workshop that some of the enrollees thought that the workshop was designed to present tried and universally true theories and practices concerning advisory councils. Some enrollees became confused when several differing opinions and topics were expressed by resource people. Enrollees should be told that various ideas and techniques are successful or unsuccessful depending on the circumstances and timing.

4. Most of the enrollees considered the four day arrangement with six contact hours per day to be satisfactory. The arrangement could be shortened to three days with eight contact hours per day without undue consequences.

5. Workshop sessions which used small group discussions tended to be popular. More such small group or "buzz group" activities should be included in workshops.

6. Sessions which dealt with utilization and activities of organized advisory councils tended to rate high on the evaluations and were few in number on the program. More sessions dealing with the "hows" of utilization and activities should be incorporated at the expense of certain sessions dealing with "development."

7. Several enrollees commented they appreciated the relaxed atmosphere of the workshop. The steak fry was also considered to be a social success. An additional social gathering should be scheduled during one of the first evenings of a workshop to foster a relaxed atmosphere.

8. The recognition technique of poloroid pictures with news stories was considered valuable in terms of enrollee retention. The technique is recommended for any similar activity.

Appendix I

TO: Mrs. Mildred Griggs - Home Economics
Dr. Paul E. Hemp - Professor
Mr. Kenneth Huddleston - Business & Office
Mr. Dwight Link - Industrial Education
Mr. John Odbert - Personal and Public Service
Mrs. Norma Schira - Health Occupations
Mr. Dan Vogler - Agriculture

FROM: REDL

DATE: March 26, 1971

RE: Advisory Council on Content for Summer Workshop

REDL has obtained State funding to conduct a summer workshop from June 29 through July 2, 1971, on Advisory Councils for Vocational and Technical Education. The attached abstract will further clarify the workshop intent.

Because of your background and relative expertise with advisory councils, we solicit your cooperation in helping us determine <u>what</u> should be presented at the workshop and <u>how</u> it should be presented.

We would like to meet as a group for an hour at 12:00 noon in Room 25 on April 15, 1971. Please advise if you are unable to attend. The extent of your involvement will be limited to this advisory capacity. Only this one meeting should be necessary. Your opinions of the following ideas and your other ideas as to content and instructional resources are requested.

A. Tinker Toy idea for determining relationship of advisory councils to vocational education as a whole.

B. Film Strips:

1. Proper Functions
2. Role of the Advisor
3. Agricultural Education Advisory Councils
4. Benefits of a Home Economics Advisory Council
5. The expanding world of B & O Advisory Councils

C. Occupational Advisory Councils on the Community College Level by John J. Svalec of Moraine Valley Junior College

D. Miscellaneous publications

Report of Advisory Council for Summer Workshop

All were present at the meeting except Link and Vogler.

The business conducted was set forth in the plans.

One strong concern expressed by this group was that users of vocational and technical education advisory councils are suspicious, fearful, and unknowing about such groups. Efforts must be exerted to overcome these preliminary, negative feelings. As a result an attempt will be made to spend more workshop time on philosophy, rationale, and opinion codification and change.

The committee did not come up with as many presentation ideas and techniques as was desired.

VOCATIONAL AND TECHNICAL CITIZENS ADVISORY COMMITTEE OPINIONNAIRE

Prepared by
Rurban Educational Development Laboratory
Room 358, Education Building
University of Illinois
Urbana, Illinois 61801

NAME_____

Male_____ Female_____

Number of years served on an advisory council _____
(years)

Number of years worked with an advisory council _____
(years)

INSTRUCTIONS

The purpose of this inventory is to provide you with an opportunity to express your opinion about citizens' advisory councils. The value of this information will be dependent upon your true expression of your opinion. There are no right or wrong answers. Please answer each item the way you feel about it; not the way you think it should be answered.

All statements included in this opinionnaire pertain to Vocational-Technical Advisory committees unless otherwise stated.

Before answering the items, read each statement carefully and circle 1, 2, 3, 4 or 5 as below:

1 - if you Strongly Agree
2 - if you Agree
3 - if you are Neutral
4 - if you Disagree
5 - if you Strongly Disagree

Do not omit any statement. Circle only one number for each item.

Example: The advisory committee should be appointed by the school board.

If you Strongly Agree, Circle 1	(1)	2	3	4	5
If you Agree, Circle 2	1	(2)	3	4	5
If you are Neutral, Circle 3	1	2	(3)	4	5
If you Disagree, Circle 4	1	2	3	(4)	5
If you Strongly Disagree, Circle 5	1	2	3	4	(5)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The advisory committee should develop written operating guidelines.	1	2	3	4	5
2. The number of members on an advisory committee should be five or less.	1	2	3	4	5
3. The maximum length of time for council membership should be three years.	1	2	3	4	5
4. Written operating guidelines for the advisory committee should be approved by the school board.	1	2	3	4	5
5. Advisory members should be chosen on individual merit rather than as representatives of a community group.	1	2	3	4	5
6. New advisory committee members should be nominated by a school board appointed nominating committee.	1	2	3	4	5
7. The superintendent should be an ex-officio committee member of the advisory committee.	1	2	3	4	5
8. The size of an occupational advisory committee should be fifteen members.	1	2	3	4	5
9. Advisory committee membership should include a representative of the school board.	1	2	3	4	5
10. Advisory committees should meet regularly once a month.	1	2	3	4	5
11. Problems to be studied by the advisory committee should come from the school board.	1	2	3	4	5
12. The school board should provide a list of guidelines for advisory committee operation.	1	2	3	4	5
13. The time of an advisory council meeting should be two hours or less.	1	2	3	4	5
14. All advisory committee meetings should be conducted informally.	1	2	3	4	5
15. Each advisory committee member should receive a meeting agenda prior to any advisory committee meeting.	1	2	3	4	5
16. The advisory committee meeting agenda should be prepared by the school board representative to the advisory council.	1	2	3	4	5

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17.	The advisory committee should use professional consultants.	1	2	3	4	5
18.	Students should be used as consultants by the advisory committee.	1	2	3	4	5
19.	The advisory committee should develop an annual program of work.	1	2	3	4	5
20.	The advisory committee should avoid controversial topics.	1	2	3	4	5
21.	Minimal operating funds should be provided by the school board for the advisory committee.	1	2	3	4	5
22.	Advisory committees should assist in obtaining financial assistance for the school.	1	2	3	4	5
23.	Advisory committees should conduct extensive evaluation of the school's program.	1	2	3	4	5
24.	Advisory committees should help recruit teachers.	1	2	3	4	5
25.	Advisory committee members should participate as classroom resource persons.	1	2	3	4	5
26.	Involvement of persons on subcommittees other than those serving on the advisory committee should be encouraged.	1	2	3	4	5
27.	The annual program of work developed by the advisory committee should be submitted to the school board for their approval.	1	2	3	4	5
28.	Recommendations made by the advisory committee to the school board should require a 2/3 majority vote.	1	2	3	4	5
29.	The advisory committee meeting agenda should be prepared by the instructor or the votec coordinator.	1	2	3	4	5
30.	Advisory committee members should be replaced after missing three consecutive meetings.	1	2	3	4	5
31.	In-service instruction should be provided for advisory committee members.	1	2	3	4	5
32.	School personnel should be utilized by the advisory committee as resource persons.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33. The advisory committee should be a reliable source of public opinion since it is representative of the community.	1	2	3	4	5
34. The advisory committee should assist in formulating school policy.	1	2	3	4	5
35. Service on an advisory committee should be the obligation of every citizen asked to serve.	1	2	3	4	5
36. Conducting information surveys should be an advisory committee activity.	1	2	3	4	5
37. Lay citizens should evaluate school programs.	1	2	3	4	5
38. An ad hoc committee and subcommittee should serve the same function.	1	2	3	4	5
39. Permanent records of advisory committee minutes should be maintained at the school.	1	2	3	4	5
40. The advisory committee chairman should be elected by the members of the committee.	1	2	3	4	5
41. Recommendations of the advisory committee should be submitted in written form.	1	2	3	4	5

Appendix 3

Vocational and Technical Citizens Advisory Committee Opinionnaire Summated Data

The purpose of the opinionnaire was to provide the enrollees with an opportunity to express, on a five point scale, their opinion. The respondents were encouraged to give a true expression of their feelings and not what they thought the workshop staff was interested in hearing. The five point scale was constructed so that the number circled would indicate if the respondents strongly agree, agree, neutral, disagree or strongly disagree. Strongly agree was given the number 1, agree the number 2, neutral the number 3, disagree the number 4 and strongly disagree the number 5.

Analysis of the Data

1. Based on overall scores:

Pretest	N=35	Mean=2.632140	Std. Dev.=0.259369
Post-test	N=35	Mean=2.54997	Std. Dev.=0.319824

An overall t-test produced a t= .002598

This indicates no significant difference between the responses on the pretest and the post-test.

2. On an item analysis twelve of the forty one items on the opinionnaire showed a significant difference. Table 1 below is a frequency count for the different t's computed that show significance to the .10 level.

Table 1

Items	.01	.05	.10
	4	2	6

3. Items showing a significant difference at the .10 level are listed in Table 2.

Table 2

Item	Score Group	Mean	Std. Deviation	T	P
1	1	1.80	0.93		
	2	1.51	0.78	1.891	0.0638
2	1	3.65	1.21		
	2	4.31	0.75	3.147	0.0036
4	1	2.20	1.15		
	2	1.88	0.96	1.724	0.0901
6	1	3.74	0.81		
	2	3.54	0.91	1.662	0.1010
8	1	3.45	0.88		
	2	2.94	0.72	2.779	0.0086
9	1	2.85	1.16		
	2	2.57	1.09	1.712	0.923
10	1	2.91	1.01		
	2	3.25	0.98	1.921	0.0600
17	1	2.31	0.86		
	2	1.97	0.98	1.827	0.0730
24	1	3.25	0.98		
	2	2.94	1.02	2.588	0.0134
27	1	2.88	0.86		
	2	2.48	1.09	2.352	0.0231
30	1	2.51	0.88		
	2	2.11	0.90	2.226	0.0308
40	1	1.60	0.55		
	2	2.02	0.92	2.982	0.0053

(Note: N=35)

Summary of findings:

The twelve items listed below in Table 3 are those showing significant difference. Items 1, 10, and 40 showed negative reinforcement while all others showed positive reinforcement as a result of the workshop.

Table 3

1. The advisory committee should develop written operating guidelines.
2. The number of members on an advisory committee should be five or less.
3. Written operating guidelines for the advisory committee should be approved by the school board.
4. New advisory committee members should be nominated by a school board appointed nominating committee.
5. The size of an occupational advisory committee should be fifteen members.
6. Advisory committee membership should include a representative of the school board.
7. Advisory committees should meet regularly once a month.
8. The advisory committee should use professional consultants.
9. Advisory committees should help recruit teachers.
10. The annual program of work developed by the advisory committee should be submitted to the school board for their approval.
11. Advisory committee members should be replaced after missing three consecutive meetings.
12. The advisory committee chairman should be elected by the members of the committee.

Appendix 4

ATTITUDE CODIFICATION EXERCISE
REDL DVTE Summer Workshop - 1971

The purpose of this exercise is to cause workshop participants to think about advisory councils in terms of vocational education, and to cause workshop participants to codify their concepts, opinions, and attitudes about advisory councils in a non-verbal form.

Procedure:

1. The group will be divided into smaller groups of from 4 to 5 persons per group.
2. For the first 20 minutes, each group is to develop, using the resources available, a three dimensional model of how they perceive citizens advisory councils, vocational and technical education and the relationships between the two.
3. During this time, each group is also to select a spokesman who will represent them in Step 4.
4. The spokesmen will convene as a group. Each spokesman will be allowed 3 minutes to present and describe his group's model to the other spokesmen and to the remaining observing workshop participants.
5. The spokesmen's group will then be allowed 10 minutes in which to negotiate a composite or combined model of citizens advisory councils in vocational and technical education.

Appendix 5

ATTITUDE CHANGE IN THE LOCAL SCHOOL HIERARCHY
TOWARD CITIZENS ADVISORY COUNCILS

Role Playing Situations Between Teacher,
Superintendent, Director, and Board Members

THE SETTING:

A particular institution involved extensively in vocational and technical education programs is at present without citizens advisory councils. Advisory councils have heretofore been avoided because of apparent adverse attitudes in the hierarchical structure.

A teacher, who also serves as a department head or chairman and who is fairly new to this particular institution, has had many years of vocational and technical teaching experience in systems where citizens advisory committees were used extensively and most effectively. He has just returned from summer school at the state university where he was involved in an institute concerned with organization and development of citizens advisory councils.

THE ROLES:

1. Teacher. The teacher has had many years experience working with effective citizens advisory councils. He has had much pressure from other teachers, state department of education officials, university personnel, and interested citizens to initiate a movement to organize citizens advisory councils. The teacher is convinced of the importance of advisory committes. He is also aware of the local hierarchical structure, and knows that he must first convince the director of advisory committee importance. In addition, he knows that he must convince the director to approach the superintendent on behalf of advisory committee organization.

2. State Department of Education Official. This individual is most sure of the role citizens advisory councils can play in the development of vocational and technical education. Part of his duties with the State Department of Education is to assist local personnel in organizing advisory councils and committees.

3. Director. The director is unsure of the advisory council role in vocational and technical education. He feels there are pros and cons to their use and that the cons may outweigh the pros. His greatest fear is approaching the Superintendent with the idea of forming citizens advisory councils. It is apparent to the director that the Superintendent is anti-citizen involvement.

4. Superintendent. The superintendent until recently was an elected official; however, he is now appointed by the local board of public instruction. He has held office through this transition period and is currently starting his second year of a three (3) year appointment. He has had some favorable attitudes toward citizens advisory councils, but he seems more against than for their development in his schools.

5. The Board (3 persons). The board consists of seven (7) members of which these three (3) are the most influential. In most controversial situations, the board seems to always vote in accord with these three members. These three board members not only represent the local power structure - they are part of that power structure. These three also never seem to be in disagreement with each other on board matters. They are, however, in some disagreement concerning citizens advisory councils, although, in general, their attitude is that they are, in a sense, a citizens advisory council acting in behalf of the local citizens, and that they have been delegated to run the schools.

THE SITUATIONS:

1. The teacher with the aid of the state department of education official, if he so desires, confronts the director.

2. The director confronts the superintendent. He may, if he chooses, enlist the aid of the teacher and state department official.

3. The superintendent confronts the three (3) board members. He may also enlist the aid of the above role players.

THE OBJECTIVES:

1. The teacher's objectives are to convince the director of the importance of citizens advisory councils, and to convince the director he should approach the superintendent.

2. The director's objective is to convince the superintendent that he should approach the board with a plan for the development of citizens advisory councils.

3. The superintendent's objectives are to get the three (3) board members to accept the plan for the development of citizens advisory councils and to introduce the plan at the next board meeting.

THE ASSUMPTIONS:

1. It is assumed that sufficient time has elapsed between each role playing situation to prepare a plan for citizens advisory committee development.

2. It is assumed that each individual in the situation is on excellent speaking terms with the other individuals.

3. It is assumed that each individual in the situation has a high regard for other individual's professional integrity and competence.

ADDITIONAL REQUIREMENTS AND NOTES:

1. Individuals not directly involved in the role playing situations will be divided into two groups.

2. Each group will critique a particular side of the role playing situation.

3. Group critiques will be limited to not less than eight (8) minutes (total of both groups).

4. Time limits on each role playing situation will be limited to twelve (12) minutes.

5. Each "actor" is expected to accomplish his objectives within the allotted time.

6. The total time elapsed for role playing and critiques will not exceed twenty (20) minutes for each situation.

7. A timekeeper, to be designated, will cut off discussions immediately when allotted time has elapsed.